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ABSTRACT

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the bibliography contains 56 references dealing with the issue of regular or special class placement for exceptional children. Entries, which include texts, journal articles, conference papers, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KW)

EC032735

ED052567

REGULAR CLASS PLACEMENT/SPECIAL CLASSES

A Selective Bibliography

February 1971

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CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
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Arlington, Virginia 22202

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EC 032 735

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EC03273

ABSTRACTS

ABSTRACT 10017

EC 01 0017 ED 011 152
Publ. Date 65 24p.
Manual for Psychological Evaluation of Children for Placement in Special Classes, a Handbook for Administrators, Local Placement Committees, Psychologists, Psychometrists, and Teachers of Exceptional Children.
Alabama State Dept. Of Education, Montgomery
EDRS mf,hc

Descriptors: exceptional child education; identification; psychological evaluation; handicapped children; student placement; psychological testing; admission criteria; psychologists; psychometrists; referral; state programs; measurement; evaluation criteria; student evaluation; administrator guides; Montgomery

Minimum evaluation of children with mental, physical, or emotional disabilities who are being considered for special class placement should include psychological evaluation, physical evaluation, a family profile, and an academic record. Regulations for psychological evaluation, referral procedure for the teacher, and placement committee membership are presented. Teachers are instructed in the use of psychological information. Psychological evaluation resources are listed. (SL)

ABSTRACT 10300

EC 01 0300 ED 017 106
Publ. Date 67 108p.
Educating Visually Handicapped Pupils.
New York City Board Of Education, New York
EDRS mf,hc

Descriptors: exceptional child education; counseling; administration; visually handicapped; curriculum; blind; partially sighted; public schools; braille; educational methods; educational programs; guidance services; itinerant teachers; medical vocabulary; multiply handicapped; program administration; resource teachers; special classes; special programs; special services; teaching guides; New York City

Educational programs available to blind or partially blind children in New York City are described in this illustrated bulletin. Procedures for school placement, organization of special classes, and enrollment statistics are discussed. The resource class program and guidelines for both regular and resource teachers are presented. Other special programs (itinerant teacher program, multiply handicapped blind children, and special class organization) are discussed. Curriculum adaptations in the following areas are provided--language arts, speech, typing, mathematics, science, social studies, foreign languages, music, fine arts, industrial arts, home economics, and health education. Enrichment and corrective education programs, testing, extracurricular activities, trips, excursions, and leisure time activities are also described. The roles and responsibilities of the guidance and supplementary services, the administration, and the supervisory personnel are examined. Teaching guidelines and information on braille, instructional aids, and a glossary of medical terms are included. An appendix contains the answers to frequently asked questions, the eye report form (New York City), a bibliography of 50 items, and reference lists of agencies and sources of materials. This document was published by the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, and is available for $2.00. (CG)

ABSTRACT 10335

EC 01 0335 ED 019 763
Publ. Date 31 Mar 67 467p.
Plowman, Paul D.; Rice, Joseph P.
Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report.
California State Dept. Of Educ., Sacramento
OEC-10-109
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; inservice teacher education; curriculum development; audiovisual instruction; teacher workshois; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

ABSTRACT 10526

EC 01 0526 ED 023 221
Publ. Date Jul 68 160p.
Williams, Phillip; Gruber, Elisabeth
Response to Special Schooling; An Investigation Concerned with Children from Special Schools for the Educationally Subnormal.
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($2.75).

Descriptors: exceptional child research, mentally handicapped; family (sociological unit); environmental influences; achievement; educable mentally handicapped; trainable mentally handicapped; slow learners; neurologically handicapped; interviews; intelligence differences; student adjustment; low achievement factors; child development; special schools; special classes; family environment; children; intelligence tests; South Wales

To differentiate between educationally subnormal students who do and who do not respond well to special school education, 161 children attending special classes in South Wales were studied. The first (the E-) group consisted of 47 children (mean IQ 55) found unsuitable for special school education. The second (the S-) group included 57 children (mean IQ 73) who had been transferred back to the ordinary school system and did well. Data obtained from interviews with mothers were analyzed; 35 hypotheses concerning congenital factors, early development, home standards, economic and material factors, family well-being, and cultural factors were tested. Results indicated that the E-group had a high incidence of organic damage, delayed development, and illness; the S-group tended to show normal early

development but abnormal home environments. Conclusions drawn were that early identification of retardation is needed and that environmentally and organically handicapped children may require different educational programs. Six case studies are presented. (LE)

ABSTRACT 10676

EC 01 0676 ED N.A.
Publ. Date 68 287p.
Rubin, Eli Z. And Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming (p equals .05); and impulse control, intensity of overt anger, popularity, and quarrelsomeness (p equals .01). The experimental group showed significant improvement in attitude toward school (p equals .05) and in perception of stress at school (p equals .05). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programing is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 10700

EC 01 0700 ED N.A.
Publ. Date Apr 67 5p.
Darrah, Joan
Diagnostic Practices and Special Classes for the Educable Mentally Retarded: A Layman's Critical View.
Council For Exceptional Children, Washington, D. C.
EDRS not available
Exceptional Children; V33 N8 P523-7 Apr 1967

Descriptors: exceptional child education; administration; mentally handicapped; program evaluation; educable mentally handicapped; special classes; research needs; regular class placement; grouping (instructional purposes); placement; research reviews (publications); student evaluation

Since cited research indicates that placement of the educable mentally retarded does not produce greater learning, improved social adjustment, or more constructive participation in society, the justification for maintaining such classes is questioned. Diagnostic criteria used by the California State Department of Education in placing students in special classes are examined and found to be educationally sound. A review of research on adult adjustment, academic training, and social adjustment of retardates shows no apparent advantage of special classes. However, the responsibility for justification of the special classes system is placed with the professionals in special education at colleges and universities whose future research can evaluate the effectiveness of education for the retarded. (SB)

ABSTRACT 10777

EC 01 0777 ED 025 058
Publ. Date 68 70p.
Scholl, Geraldine T.
The Principal Works with the Visually Impaired.
Council For Exceptional Children, Washington, D. C.
EDRS mf
Council For Exceptional Children, NEA, 1201 16th Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; visually handicapped; identification; program planning; day schools; residential schools; multiply handicapped; educational planning; public schools; resource centers; principals; children; student placement

Intended for principals of regular schools, the bulletin gives information for planning an appropriate educational experience for the visually handicapped child. Definition and identification of the visually handicapped child and the impact of a visual impairment on the child are discussed. Two types of educational programs, both residential and day schools are reviewed. Guidelines for selection, placement, and integration of the visually handicapped child into the regular classroom are suggested; children with additional disabilities are considered; and likely local, state, and national resources are mentioned. Chapters are followed by references or suggested supplementary readings. There are photographic illustrations, and two appendixes list organizations and give addresses for the directors of the regional Special Education Instructional Materials Centers. (LE)

ABSTRACT 10838

EC 01 0838 ED 002 907
Publ. Date 65 245p.
Goldstein, Herbert
The Efficacy of Special Class Training on the Development of Mentally Retarded Children.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS mf,hc
CRP-619

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); achievement; environmental influences; children; mental retardation; special classes; training; child development; academic achievement; regular class placement; intellectual development; social adjustment; personal adjustment; educable mentally handicapped; comparative analysis

A comparison was made of the intellectual development, academic achievement, and social and personal adjustment of educable mentally retarded children enrolled in special classes and their peers in regular grades. About 125 children beginning first grade and having a mean IQ of 75 (Stanford-Binet scale) were divided randomly into an experimental group and a control group. A series of intellectual, academic, and personal adjustment measures was administered to all the children annually for 4 years. During this period an attrition of about three-fourths of the original sample took place. This, however, did not significantly affect the study results. There were no statistically significant differences in IQ gains between the special classes group and the regular grades group; several social factors were found to be related to increases in IQ. The analysis of academic achievement indicated that the special class was beneficial to children whose IQ's are 80 and below, but that it was not necessarily an effective educational setting for significantly improving academic achievement of children, usually classified as borderline or slow learners, who have IQ's above 80. Findings on Personal adjustment showed that special classes encouraged the retardates to display originality and flexibility in their thinking. (JH)

ABSTRACT 10856

EC 01 0856 ED 014 184
Publ. Date Jul 65 73p.
Butefish, Bill; Mattson, Bruce
What the Researcher Says about Teaching the Educable Mentally Retarded in the Regular Classroom.
West Texas School Study Council, Lubbock, Technology Station
EDRS mf,hc
Descriptors: exceptional child education; teaching methods; mentally handicapped; educable mentally handicapped; regular class placement; teaching guides; adolescents; children; educational objectives; educational research; elementary education; federal aid; identification; secondary education; student evaluation; teaching techniques; Lubbock

The main purpose of this study of the literature is the publication of a functional teaching guide for teachers with educable mentally handicapped (EMH) students in regular classrooms. The guide considers characteristics and identification of the EMH, educational objectives, teaching methods, student evaluation, and federal aid. A number of characteristics are described, and techniques and procedures which have proved useful in teaching EMH children are presented. A bibliography of 45 items is included. (DF)

ABSTRACT 11066

EC 01 1066 ED 025 056
Publ. Date 64 148p.
Morse, William C. And Others
Public School Classes for the Emotionally Handicapped: A Research Analysis.
Council For Exceptional Children, Washington, D. C.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child research; emotionally disturbed; teaching methods; administration; public schools; special classes; classroom environment; clinic personnel (school); factor analysis; teaching methods; student participation; teacher participation; student characteristics; program evaluation; program descriptions; program design

The study identified themes running through special class programs for the emotionally handicapped, analyzed classroom procedures, and described the teachers' backgrounds, attitudes, and purposes and the students' perceptions of the programs. Initially, 117 public school programs for the emotionally handicapped were located and surveyed by mail; then 54 programs were selected for site visits. Areas surveyed were the origin and operation of the programs, general characteristics of pupils, and classroom conditions and operations. The following conclusions were drawn: pupils, teachers, and observers found positive change as a result of participation, and program types were shown related to changes; specific pattern and uniformity in approach were lacking; school personnel realized that their original program plans required extensive modification and that flexibility was needed; program types differed widely; programs maintained a school related focus; and clinical support and understanding were helpful. The major statistical findings and evaluation are provided. (BW)

ABSTRACT 11099

EC 01 1099 ED N.A.
Publ. Date Sep 66 4p.
Dale, D. M. C.
Units for Deaf Children.
London University Institute Of Education, England
EDRS not available
Volta Review; V68 N7 P496-9 Sept 1966
Reprint From The Times Educational Supplement, London.

Descriptors: exceptional child education; aurally handicapped; classrooms; class size; classroom design; economic factors; social factors; teaching methods; team teaching; regular class placement; special classes

Integration of deaf and normally hearing children in the schools is considered. An experiment in New Zealand which provides a small room for six to eight deaf students adjacent to a regular class is described; provisions of the program include two teachers, combined classes for most subjects, and special help in communication skills for the deaf. Advantages mentioned are the social benefits to the children and the economic advantages of having the children live at home rather than in a boarding school. A floor plan of the classrooms is provided. (RP)

ABSTRACT 11177

EC 01 1177 ED 027 658
Publ. Date 67 199p.
Schurr, Kenton T.; Brookover, Wilbur B.
The Effect of Special Class Placement on the Self-Concept-of-Ability of the Educable Mentally Retarded Child.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc
OEG-3-7-700052-3099 RR-19

Descriptors: exceptional child research; mentally handicapped; self concept; special classes; rating scales; self evaluation; student attitudes; academic ability; academic aspiration; educable mentally handicapped; interviews; peer acceptance; self esteem; evaluation techniques; regular class placement; research reviews (publications); General Self Concept of Ability Scale

To investigate change in the general self concept of ability of educable mentally retarded special class students, four equally spaced interviews were conducted with 51 students (mean age 11.63) over a 2-year period. Pupils answered questions about their academic ability from the General Self-Concept of Ability Scale; scores showed an ascending linear trend over the last 1 1/2 years of their placement in a special class while those reassigned to the regular classes all declined in self concept of ability. Special class students did not significantly increase in their awareness that according to others' definitions they were failures. The students had a more negative orientation to the special class during their second year (p less than .05), but there was no significant change in academic aspirations. Special class placement was found to have a positive effect on the children's self concept of ability which was based on self comparison with class peers. Students may have internalized the negative attitudes of others about the special class and not about their ability. (LE)

ABSTRACT 11242

EC 01 1242 ED 002 752
Publ. Date 01 Mar 59 104p.
Cassidy, Viola M.; Stanton, Jeanette E.
An Investigation of Factors Involved in the Educational Placement of Mentally Retarded Children.
Ohio State University, Columbus, Bureau Of Educational Research And Services
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-043

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); achievement; academic achievement; social adjustment; educable mentally handicapped; peer groups; special classes; student placement; regular class placement

Factors involved in the learning and adjustment of retarded children in special and in regular classrooms were assessed. Each group was evaluated with instruments testing intellectual capacity, school achievements, social acceptability, and adjustment to teachers and peers. Results suggested that such factors as physiological and psychological differences may influence acceptance in special classes, and may also, in our present educational system, mean that many children, recognized as educable on the basis of IQ level, are being deprived of education entirely. The acceptance of special class programs for retarded children has been based on the assumption that such programs are able to achieve results different from those achieveable in a regular class setting. The evidence of this study indicates that these differences do actually exist, for the superior academic achievement noted for the regular class group is balanced by the superior social adjustment of the special class group. However, it is possible that retarded children in special classes could be brought closer to their expected level of achievement than is at present realized in either type of educational placement. (GC)

ABSTRACT 11245

EC 01 1245 ED 002 991
Publ. Date 61 680p.
Mullen, Frances A.; Itkin, William
Achievement and Adjustment of Educable Mentally Handicapped Children in Special Classes and in Regular Grades, Parts I-VI.
Chicago Board Of Education, Illinois
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6529 CRP-157-PT-1-6

Descriptors: exceptional child research; mentally handicapped; achievement; ad-

justment (to environment); personality; behavior patterns; achievement tests; reading tests; screening tests; boards of education; cooperative programs; educable mentally handicapped; learning processes; measurement techniques; teaching methods; instructional materials; rating scales; measurement instruments; teacher evaluation; tests; performance; special classes

Learning abilities of educable mentally handicapped (EMH) children were studied over a 4-year period. The research resulted in the development of a 6-part report. Part 1, on achievement and adjustment, employed the matched-pair method with approximately 700 samples of EMH children, 7 to 13 years of age. Results revealed that children in special classes responded better and had better behavior and adjustment patterns than those in regular classes. Part 2, on teaching the EMH child, compared four methods of instruction. The experiment placed 50 EMH classroom teachers ....o five instruction groups. The results from testing the groups showed that the interests and units methods were not superior to the subject oriented approach. Part 3, on the Chicago Test of General Information and General Comprehension for EMH Children, was designed to measure the progress of the children in general aptitude areas and formulated curricular objectives. Its consistency coefficient of 0.94 displayed the reliability in individual diagnosis when interrelated with the Ethical Comprehension Test (ECT). Part 4, personality appraisal of EMH children, developed a system of analyzing picture-story procedures. It included a noninterpretive schema, a numerical summary, and the assignment of scores for personality. Part 5, on the Chicago Cooperative Research Practical Reading Test, was constructed to determine the reading progress of the EMH child. The reliability of the test was approximately 0.767. Intercorrelations suggested that achieving EMH children tended to achieve consistently. Part 6, a brief screening instrument for evaluating the academic skills and personal adjustment of EMH children, developed five tests and measuring devices. Construction, validation, and reliability were evaluated for the Word Recognition Test, the Chicago Adjustment Rating Scales, a behavior checklist for the personality evaluation of EMH children, sociometric questions, and interest maturity tests. (RS)

ABSTRACT 11325

EC 01 1325 ED 024 160
Publ. Date 66 178p.
Towne, Richard C.; Joiner, Lee M.
The Effect of Special Class Placement on the Self-Concept-of Ability of the Educable Mentally Retarded Child.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc
OEG-32-32-0410-6001

Descriptors: exceptional child research; mentally handicapped; achievement; attitudes; environmental influences; self concept; educable mentally handicapped; academic achievement; socioeconomic status; social influences; teacher influence; self evaluation; special classes; parent influence; sex differences; student attitudes; rural urban differences; academic aspiration; student placement; ability

The effect of special class placement on the self concept of ability was studied in 62 educable mentally handicapped students (mean age 11.6). Six observations were made in a time design series using scales of self concept of ability and academic aspirations and expectations, tests of significant and academic significant others, and a class evaluation questionnaire. On self concept of ability, results manifested a quadratic trend in scores; little variation in trends of means between high and low socioeconomic status of male and female groups; and pronounced variation between older and younger, and rural and urban groups, and among groups constructed on the basis of high, medium, and low initial scores on the scale. No downward linear trend occurred in academic aspirations or expectations and no changes resulted in affective orientation to the special class, in the proportion of subjects choosing the special class, or in significant others named (except for teachers). Also noted were a high degree of correspondence between significant and academic significant others named by the subjects and by members of a regular class; an increase in the proportion of subjects naming teachers as significant others (p less than .05); and, except for teachers, parents, and local adults who increased in proportion of mention (p less than .05), overall high agreement in academic significant others named. (JD)

ABSTRACT 11497

EC 01 1497 ED 002 798
Publ. Date 59 259p.
Thurstone, Thelma Gwinn
An Evaluation of Educating Mentally Handicapped Children in Special Classes and in Regular Classes.
North Carolina University, Chapel Hill, School Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEC-SAE-6452 RP-168

Descriptors: exceptional child research; mentally handicapped; administration; achievement; child development; educable mentally handicapped; physical development; mental development; social development; special classes; academic achievement; urban schools; rural schools; regular class placement; program evaluation; grouping (instructional purposes)

The progress of young mental retardates in regular classrooms was evaluated and compared with that of their peers in special classes. The basis of comparison included mental development, progress in regular school subjects, achievement toward other educational goals, social adjustment inside and outside the classroom, and physical growth and coordination. These problems were studied in a large number of different school environments, including rural schools and large and small city school units. When the study was concluded and all data were analyzed, overall social and physical progress seemed to favor the special classes. However, the results showed that the subjects did better academic work in a regular classroom than those who were placed in a special class. (JH)

ABSTRACT 11596

EC 01 1596 ED N.A.
Publ. Date Apr 69 4p.
Schwarz, Robert H.
Mental Age as It Relates to School Achievement Among Educable Mentally Retarded Adolescents.
EDRS not available
Education And Training Of The Mentally Retarded; V4 N2 P53-6 Apr 1969

Descriptors: exceptional child research; mentally handicapped; academic achievement; educable mentally handicapped; special classes; effective teaching; intelligence differences

The concept of homogeneous special education classes for the educable mentally retarded is questioned as an optional means of educating children ranging from 50 to 80 in IQ scores. The results of this study indicate that teachers appear to be focusing their efforts on the less able members of the class. Consequently, the discrepancy between actual achievement and that expected in terms of mental age increases as the measured IQ score of the special class child approaches 80. (Author)

ABSTRACT 12085

EC 01 2085 ED N.A.
Publ. Date Jul 69 7p.
Zito, Robert J.; Bardon, Jack I.
Achievement Motivation Among Negro Adolescents in Regular and Special Education Programs.
EDRS not available
American Journal Of Mental Deficiency; V74 N1 P20-6 Jul 1969

Descriptors: exceptional child research; mentally handicapped; motivation; educable mentally handicapped; Negro students; special classes; regular class placement; academic achievement; aspiration

One hundred fifty Negro adolescents (50 educable mentally retarded in special classes, 50 EMR in regular classes, and 50 subjects of normal intelligence) were compared for achievement motivation and objective goal setting behavior, using Thematic Apperception pictures, the Wide Range Achievement Test, and a task designed to measure aspiration reality and shift. Results seem to indicate that retarded Negro adolescents are more influenced by success than by failure, retarded Negro adolescents have achievement motivation comparable to normal subjects from the same socioe-

conomic background, special class experience makes EMR adolescents cautious in setting goals, and special class retardates anticipate failure to achieve goals while regular class retardates anticipate success and, in fact, show greater word recognition achievement. (Author)

ABSTRACT 20024

EC 02 0024 ED 001 302
Publ. Date Jan 60 37p.
Albright, A. D. And Others
Southern High School Programs for Advanced Standing and Accelerated College Progression.
Southern Association Of Colleges And Secondary Schools, Fulton County, Georgia
EDRS mf,hc

Descriptors: exceptional child research; gifted; teaching methods; administration; high school students; special programs; enrichment; accelerated courses; acceleration; advanced programs; curriculum; instructional materials; special classes; special services; teacher responsibility; program evaluation; student evaluation; student placement; organization; school surveys

Approaches to educating able students of 45 high schools were presented. Most of the special programs fall into one of two categories: special classes organized in place of regular ones, and attempts to enrich or accelerate those classes already scheduled. The curriculum of most of the schools for these students included English, physical science, mathematics, general science, and foreign language. They used such unique arrangements as rapid grade advancement, separate curriculum tracks, and rapid subject matter progression. Special materials, library volumes, laboratory facilities and supplies as well as other aids were used. Teachers themselves were usually involved in some type of special preparation. Guidance, counseling, and special advisement were usually included. Some of the problems encountered included scheduling, instruction, grading, student attitude, and parent attitude. However, the educators and the evaluation of the students' performance proved that the programs were indeed beneficial. (RJ)

ABSTRACT 20136

EC 02 0136 ED N.A.
Publ. Date Dec 66 35p.
Guidelines for Program Planning for Emotionally Disturbed Children.
State Department Of Education, Richmond, Virginia, Special Education Service
EDRS not available
Special Education Service, State Department Of Education, Richmond, Virginia 23216.

Descriptors: exceptional child education; emotionally disturbed; program planning; educational programs; state programs; administration; program design; guidelines; student characteristics; special services; consultants; teacher aides; regular class placement; special classes; experimental programs; student evaluation; teacher qualifications; parent school relationship; school services; administrative responsibility; Crisis Teacher Programs; Virginia

The planning guidelines present prerequisites for programing on the local school level, review basic concepts regarding the emotionally disturbed, and survey behavioral characteristics. Also considered are the aims, objectives, and goals of special programs; special services and the school principal's responsibilities for services; the school's use of consultative services; the role of psychoeducational consultant services; and services of volunteer aids. Five program designs are provided, including those for additional efforts in the regular classroom, the protective classroom, the crisis teacher program, special classes, and experimental programs. The following are described: ongoing evaluation and discharge in relation to crisis teacher and special class situations; teacher training and qualifications; work with parents; and procedures for initiating programs. A supplement furnishes diagrams of school services and of sequential processes in a program for the emotionally disturbed. (LE)

ABSTRACT 20642

EC 02 0642 ED N.A.
Publ. Date Jan 68 10p.
Vaughn, Gwenyth R.
Hearing Impaired Students Benefit from Supportive Programs.
EDRS not available
Volta Review; V70 N1 P14-23 Jan 1968

Descriptors: exceptional child research; aurally handicapped; regular class placement; communication skills; remedial instruction; adjustment (to environment); vocational education; special programs; deaf; hard of hearing; resource teachers

Sixty-five hearing impaired and deaf students participated in a 3-year demonstration project providing supportive programs enabling them to attend educational institutions for the hearing. Divided into four groups according to degree of hearing loss and language deficiency, the participants received supportive programs in communication, education, orientation, and vocational training. Results indicated that the programs were effective. Concerns in planning the programs are described as are the programs themselves. (GD)

ABSTRACT 20859

EC 02 0859 ED 028 555
Publ. Date Oct 68 499p.
Special Education Diagnostic and Resource Center Project, 1967-68. ESEA Title III Evaluation Report.
Wichita Unified School District 259, Kansas
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
P-66-1090

Descriptors: exceptional child research; student evaluation; special classes; ancillary services; resource centers; emotionally disturbed; learning disabilities; aurally handicapped; mentally handicapped; physically handicapped; underachievers; case studies (education); testing; community programs; cooperative programs; professional personnel; program evaluation; Wichita; Kansas; Elementary and Secondary Education Act Title III Project

The project provided for the second year of operation of a special education diagnostic and resource center, special classes, and supportive services for handicapped children and youth between the ages of 3 and 21. Cooperation was obtained from existing community agencies, participating school districts, and local private practitioners. Center staff included coordinators, psychologists, social workers, a librarian for the visually handicapped, a peripatologist, and consultants in art, music, and physical education. The supplementary classroom program provided placement in the following categories: learning disabilities, hearing handicapped, severely orthopedically handicapped, trainable mentally handicapped, emotionally disturbed, and Negro underachievers. Counseling services for parents, consultative services for supplementary or regular classrooms, resource materials and equipment, and materials and equipment for the visually handicapped and blind were also provided. Both test and non-test sources of data were used to evaluate the project; teacher ratings and consultant reports indicated that most of the pupils were improving in attitudes, skill areas, and group functioning. Of the 131 pupils served in supplementary classrooms, 28 were returned to regular class programs. Teaching methods are reported in case studies. (LE)

ABSTRACT 21136

EC 02 1136 ED N.A.
Publ. Date Nov 69 4p.
Renz, Paul; Simenson, Richard J.
The Social Perception of Normals Toward Their EMR Grade-Mates.
EDRS not available
American Journal Of Mental Deficiency; V74 N3 P405-8 Nov 1969

Descriptors: exceptional child research; mentally handicapped; peer acceptance; special classes; social integration; discriminatory attitudes (social); regular class placement; educable mentally handicapped

This study compared the social perception and attitude of normal adolescents toward two types of grade-mates: normals and special class EMRs. Fourteen special class EMRs and 14 randomly selected normals were rated and described by 57 randomly selected normal grade-mates. Contrary to many previous findings, special class EMRs were not rejected with greater frequency than their normal grade-mates, normal subjects used the same continua to perceive and describe EMRs that they used for other normals. (Author)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania;
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 21205

EC 02 1205 ED 026 694
Publ. Date (68) 69p.
Walker, Hill M. And Others
Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.
Oregon University, Eugene
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; anti social behavior; behavior change; behavior development; behavior problems; change agents; classroom environment; elementary school students; habit formation; milieu therapy; motivation; reinforcement; socially deviant behavior; social reinforcement

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special educational settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper described the development and evaluation of a treatment model designed for one class of deviant behavior: hyperactive, disruptive, acting out behavior in the classroom. Some 12 males, in grades 4, 5, and 6, average or above in intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, token reinforcement, social reinforcement, and aversive controls, social reinforcement exercised the greatest control. (BP)

ABSTRACT 21249

EC 02 1249 ED 003 052
Publ. Date 62 200p.
DeJung, John E.; Haring, Norris G.
The Measurement of Social Relations of Mentally Retarded and Young Elementary School Children Using a Modification of Syracuse Scales of Social Relations.
Kansas University, Lawrence, School Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-9177 CRP-1182

Descriptors: exceptional child research; mentally handicapped; tests; social relations; elementary school students; educable mentally handicapped; behavior rating scales; peer acceptance; special classes; standardized tests; test validity; measurement goals; achievement ratings; comparative testing; Syracuse Scales of Social Relations

A sociometric test was used to compare the social acceptance of mental retardates in the grade school special classes and the regular classes. Modified Syracuse Scales of Social Relations (SSSR) were administered in test-retest design to 400 children. An examination was made of the four special needs scales. Conclusions drawn from the data collected and analyzed were: the unmodified SSSR should not be used in elementary grades, the modified version extends its usefulness to the third grade level and to most educable retarded pupils in special classes, and within regular classes lower intelligence pupils receive fewer peer nominations than do their brighter classmates. (RS)

ABSTRACT 21262

EC 02 1262 ED 002 775
Publ. Date 57 186p.
Carriker, William R.
A Comparison of Postschool Adjustments of Regular and Special Class Retarded Individuals Served in Lincoln and Omaha, Nebraska, Public Schools.
Nebraska State Department Of Education, Lincoln
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6445 CRP-146

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); comparative analysis; employment potential; program evaluation; followup studies; regular class placement; vocational adjustment; personal adjustment; social adjustment

A comparison was made of the present status of mentally retarded individuals who had been taught in special classes with the status of mentally retarded individuals who had not been enrolled in special classes. Subjects were mentally handicapped children who had attended public schools, the one group in the special education program not less than 1 year, and the other in the regular school program. Parental, sociological, and employment data were gathered; and comparisons were made in terms of identification and description of community, occupational, and personal postschool adjustments. It appeared that the subjects from both groups had done exceptionally well in becoming acceptable citizens within the community. This conclusion tends to agree with most of the recent studies carried out in regard to the adjustment of mentally retarded individuals who have been in special classes or institutions. (GC)

ABSTRACT 21274

EC 02 1274 ED 002 893
Publ. Date 60 96p.
Wilson, Mamie L. T.
A Comparative Study of the Speech Responses and Social Ages of Two Selected Groups of Educable Mental Retardates.
Grambling College, Louisiana
EDRS mf,hc
CRP-513

Descriptors: exceptional child research; mentally handicapped; language; achievement; regular class placement; vocabulary; educable mentally handi-

capped; public schools; social development; speech skills; verbal development; word recognition

The relationship of educable mental retardates in regular and special classes with respect to vocabulary was studied. Subjects were 49 students from regular classes and 45 from special classes. The primary and elementary forms of the Word Meaning Section of the Stanford Achievement Tests were administered to each subject by four examiners. Tests were read to each subject separately to ascertain the vocabulary he could correctly recognize upon hearing. Correlation coefficients were computed for each group vocabulary and functional vocabulary, and between social age and recognition vocabulary and functional vocabulary. Additional experimental studies are needed to determine the relationship between educable mental retardates in regular and special classes with respect to social development and speaking vocabulary. Also a comparative study of verbal output and social development should be made of familial educable mental retardates and nonfamilial educable mental retardates. (JI)

ABSTRACT 21282

EC 02 1282 ED 002 749
Publ. Date May 60 189p.
Peck, John R.; Sexton, C. Lucille
A Comparative Investigation of the Learning and Social Adjustment of Trainable Children in Public School Facilities, Segregated Community Centers, and State Residential Centers.
Texas University, Austin, College Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-026

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); achievement; special classes; elementary grades; public schools; institutional schools; classroom environment; learning readiness; educational opportunities; remedial programs; teaching methods; trainable mentally handicapped

The study sought to determine the feasibility of including the trainable child (IQ 25 to 50, mental age below 8) in the public school program. Three groups of nine trainable children each were placed in a 2-year controlled-classroom program at each of three types of facilities: a typical city elementary school, a locally sponsored center for trainable children, and the state institution for retarded children. Using such data as etiological and family history, medical examination, psychometric and related tests, plus comparative scores of achievement on practical tasks taught, on social maturity scales, and on emotional growth of subjects, an attempt was made to evaluate which type of facility offers maximum growth and progress to the pupils. The information yielded by this research indicated that trainable children did make significant progress in an organized program which was under the direction of competent teachers, and that there were no significant differences between the level of average overall progress for the three experimental groups. The information obtained from the staff of the public school where one experimental class was housed indicated that the class for trainable children was not considered a disrupting factor nor a negative influence, and that it was accepted by the teachers and the so-called normal children in that building. (GC)

ABSTRACT 21698

EC 02 1698 ED N.A.
Publ. Date May 69 5p.
Randle, William E.
A Junior High Program for Hearing Impaired Pupils.
EDRS not available
Volta Review; V71 N5 P279-83 May 1969

Descriptors: exceptional child education; aurally handicapped; regular class placement; special programs; individual instruction; lip reading; parent participation; teacher role; student participation

A junior high program designed to facilitate the hearing impaired child's adjustment to regular classes after special elementary level classes is surveyed. The 16 children participating are described; aspects of the program include clinical therapy, tutorial sessions including speechreading, teacher and administration cooperation, a student helper system, and parental involvement. (JB)

ABSTRACT 21730

EC 02 1730 ED N.A.
Publ. Date Sep 69 3p.
Special Schools--Right or Wrong?
EDRS not available
Sweden Now; V3 N9 P26-7,52 Sep 1969

Descriptors: exceptional child education; handicapped students; physically handicapped; regular class placement; special schools; adjustment (to environment); emotional adjustment; government role; self concept; residential schools; Sweden

The problems and emotional stress of handicapped students isolated from society by residency in special schools is depicted. The position of the physically handicapped in Sweden is considered through descriptions of services and the emotional climate of special and normal schools. Viewpoints are emphasized by conversations with handicapped students showing their attitudes toward institutional life and with leaders in the field of special education. The Swedish government's plans for regionally based special schools and the pros and cons of regular classroom integration are presented. (WW)

ABSTRACT 21824

EC 02 1824 ED N.A.
Publ. Date 69 9p.
Christoplos, Florence; Renz, Paul
A Critical Examination of Special Education Programs.
EDRS not available
Journal Of Special Education; V3 N4 P371-9 Win 1969

Descriptors: exceptional child education; handicapped children; special programs; student placement; program evaluation; regular class placement; ability grouping; special classes

The position of special education classes segregated from the normal is discussed and past research reviewed. Areas of concern include competition versus cooperation in our educational philosophy, the social and academic consequences of segregating exceptional children, ability grouping, and the impractical aspects of special education courses for teaching knowledge of the outside world. Suggestions for revising special programs are frequent interaction with the normal world, efforts to adjust the social attitudes and behaviors of the normal and exceptional group to each other, and the avoidance whenever possible of educational segregation. (JM)

ABSTRACT 21869

EC 02 1869 ED N.A.
Publ. Date Mar 70 6p.
Presland, John
Who Should Go to E.S.N. Schools?
EDRS not available
Special Education; V59 N1 P11-6 Mar 1970

Descriptors: exceptional child education; mentally handicapped; student placement; special schools; educable mentally handicapped; special classes; regular class placement; Great Britain

Arguments for and against special school placement for the educable mentally retarded are presented with notations from recent studies. The factors to consider regarding the decision of placement include intelligence level, special abilities and disabilities, medical factors, school attainments, general maturity, adjustment in school and to the community, home background, attitudes to special schooling, age, child's present school, and the availability of alternate special provisions. (RD)

ABSTRACT 21913

EC 02 1913 ED N.A.
Publ. Date Jul 67 31p.
Sheperd, George
The Education of Educable Mentally Retarded Students in Secondary Schools: A Review of the Literature.
Oregon University, Eugene, School Of Education
EDRS not available
Curriculum Bulletin; V23 N280 P1-31 Jul 1967

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; research reviews (publications); secondary school students; special classes; regular class placement; followup studies; curriculum; employment opportunities

A review of the literature, the document considers the following: efficacy of special class placement, followup studies of the retarded (both institutionalized and noninstitutionalized), curriculum organization and content, and occupational prognosis. Conclusions presented for each area indicate, in part, that well controlled studies of special class placement are needed, and that most educable retarded adults can find jobs in ordinary economic situations but must be better educated and trained to meet future occupational needs. (RJ)

ABSTRACT 21992

EC 02 1992 ED 036 005
Publ. Date Jun 69 125p.
A Design for a Continuum of Special Education Services Including a Proposal for a Pilot Study.
Maryland State Department Of Education, Baltimore, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state programs; educational programs; program proposals; program planning; administration; pilot projects; evaluation techniques; regular class placement; records (forms); questionnaires; program costs; tests; cost effectiveness; family environment; teacher attitudes; special services; program evaluation; special classes; Maryland

As a means to integrate children with learning disabilities into the regular class structure of the school, a plan has been developed which would provide for specialized services in a flexible organizational pattern. A revised system of state reimbursement to the local school systems is designed to maintain children with mild handicaps in the regular classroom; techniques used for the implementation are given. The Continuum of Program Design provides seven programs which can be used according to the various needs of the teacher and the children. The design of the pilot study is given and descriptions of the specific tests, instruments, and diagnostic tools to be used are outlined. Appendixes contain definitions of terms used, the parent and community education programs, data collection procedures and forms for children, teacher interviews and a survey, parent and home surveys, guidelines for informal interviews, schedule for phasing-in the pilot study, cost comparisons between the present program of services and the Continuum, cost formula, a framework for a cost-effectiveness analysis of the pilot study, overall administration table, recommended research instruments, and a bibliography. (WW)

ABSTRACT 22126

EC 02 2126 ED N.A.
Publ. Date May 70 36p.
Cegelka, Walter J.; Tyler, James L.
The Efficacy of Special Class Placement for the Mentally Retarded in Proper Perspective.
EDRS not available
Training School Bulletin; V67 N1 P33-68 May 1970

Descriptors: exceptional child research; student placement; research reviews (publications); mentally handicapped; special classes; regular class placement; educable mentally handicapped

Whether educable mentally retarded children should receive their basic education in regular classroom settings or in special classes designed to meet their needs has been a long contested argument in education. The article accordingly reviews related studies, issues, and considerations concerning the most efficacious placement of educable mentally retarded children. Suggestions for additional study of the problem are also included. (Author)

ABSTRACT 22182

EC 02 2182 ED 037 834
Publ. Date Jul 69 171p.
Siegel, Ernest
Special Education in the Regular Classroom. John Day Books in Special Education.
EDRS not available
John Day Company, Inc., Publishers, 200 Madison Avenue, New York, New York 10016 ($5.50).

Descriptors: exceptional child education; handicapped children; teaching methods; behavior; regular class placement; learning disabilities; class management; teacher role; teacher education; administrator role; student problems; self concept; minimally brain injured; slow learners; emotionally disturbed; community programs; mentally handicapped

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter. (LE/JM)

ABSTRACT 22242

EC 02 2242 ED N.A.
Publ. Date Nov 69 12p.
Haskell, Simon H.; Anderson, Elizabeth M.
Physically Handicapped Children: Special or Normal Schooling?
EDRS not available
Slow Learning Child; V16 N3 P150-61 Nov 1969

Descriptors: exceptional child education; physically handicapped; special schools; special classes; regular class placement; residential schools; research reviews (publications); Britain; Sweden

Research concerning educational placement of the physically handicapped and other groups of handicapped children is reviewed. Advantages and disadvantages of regular class placement, special classes, special schools, and residential schools are explored. Educational practices in Britain and Sweden are noted. (NS)

ABSTRACT 22243

EC 02 2243 ED N.A.
Publ. Date 70 5p.
Muehlberger, Carl E.
Factors Related to the Acceptance of Special Classes Within the Public Schools.
EDRS not available
Mentally Retarded; V6 N2 P104-8 Win 1970

Descriptors: exceptional child education; special classes; educable mentally handicapped

Procedures used by the author to develop rapport between the special class for the educable mentally handicapped and the school are presented in the following four areas: integration of special class children wherever possible, tactful orientation of the faculty and administration, special activities within the school, and instillation of proper attitudes in the children. (MS)

ABSTRACT 22365

EC 02 2365 ED N.A.
Publ. Date Mar 70 3p.
Skinner, Dorothea E.
The Partially Sighted Child in the Regular Classroom...
EDRS not available
Special Education In Canada; V44 N3 P26-8 Mar 1970

Descriptors: exceptional child education; visually handicapped; regular class placement; partially sighted; educational needs

Often asked questions concerning the partially sighted student are answered. Discussions include the definition of limited vision and visual acuity, the indications of clumsiness, changes in the physical setting, recommended books about eye health, psychological difficulties, large print materials, placement, completion of assignments, and blackboard writing needs. (JM)

ABSTRACT 22366

EC 02 2366 ED N.A.
Publ. Date Mar 70 5p.
Bunch, G.
Emotionally Disturbed Children in the Regular Classroom.
EDRS not available

Special Education In Canada; V44 N3 P29-33 Mar 1970

Descriptors: exceptional child education; emotionally disturbed; regular class placement; teaching methods; teacher role; behavior change

Suggestions are made concerning teaching techniques to be used with emotionally disturbed children in the regular class setting. Discussions concern identification, the teacher's role, discipline needs, intervention techniques, preinterventions, and postinterventions. (JM)

ABSTRACT 22367

EC 02 2367 ED N.A.
Publ. Date 65 15p.
Helping the Partially Seeing Child in the Regular Classroom.
National Society For The Prevention Of Blindness, Inc., New York, New York
EDRS not available
National Society For The Prevention Of Blindness, Inc., 16 East 40th Street, New York, New York 10016 ($0.10).

Descriptors: exceptional child education; visually handicapped; educational needs; partially sighted; visual environment; classroom arrangement; instructional materials; educational equipment; individual needs; regular class placement; identification; teaching guides

Suggestions are made for helping the partially sighted child in the regular classroom. Checklists and recommendations are provided for behavior patterns, using the health record, visual environment, and seating arrangement. Consideration of the use of materials and equipment covers reading, writing, tape and large type typewriters, low vision aids, maps and globes, pencils, pens, paper, teaching methods, assignments, eye health and safety, and psychological and achievement tests. Also outlined are the following topics: considering the individual child, eyes and their use, and guidance and counseling. Four references, two films, nine publications, and nine myths and facts about vision are listed. (JD)

ABSTRACT 22391

EC 02 2391 ED N.A.
Publ. Date (68) 27p.
Special Education Component.
Sharon Public Schools, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS not available
Blue Hills Supplementary Educational Service Center, High Street School, Sharon, Massachusetts 02067.

Descriptors: exceptional child education; emotionally disturbed; secondary school students; junior high school students; pilot projects; special classes; interdisciplinary approach; program evaluation

A pilot program of special classes for secondary school emotionally disturbed children was begun in September of 1968 with sixteen students, eight in each class. Academic subjects are taught in the morning; students are integrated with the regular junior high pupils for lunch, and then return to self contained nonacademic classes. Eight boys have participated in group therapy. While the project is ongoing, results to date have shown considerable improvement in classroom behavior but slow academic progress. Teamwork among teachers, aides, social workers, and psychiatrist has exceeded staff expectations. More regular class integration has been suggested. (RJ)

ABSTRACT 22669

EC 02 2669 ED N.A.
Publ. Date Aug 69 33p.
Welch, Dolph, Comp.
Educational Modulation Center: Model for Education of Learning Disability Children.
Kansas University, Lawrence, School Of Education
EDRS not available
Kansas Studies In Education; V19 N3 P1-33 Aug 1969

Descriptors: exceptional child education; learning disabilities; regular class placement; identification; diagnostic teaching; educational diagnosis; models; perceptual motor coordination; auditory discrimination; parent counseling; educational programs; Educational Modulation Center

The Educational Modulation Center in Kansas is described; its purpose is to provide a model for assisting children with educational problems to remain in regular classes. The role of the educational team and the diagnostic/prescriptive approach are discussed. Additional areas of concern explored are the following: identification of subsamples within a general learning disability sample, behavior modification instruction for parents, the affects of a visual motor training program on kindergarten children, and an investigation of speech discrimination ability of children with learning problems. A survey of services provides data on the number and percent of exceptional children receiving special education in Kansas. (RJ)

ABSTRACT 22796

EC 02 2796 ED N.A.
Publ. Date Mar 70 149p.
Clark, Leslie L., Ed.
Research Bulletin.
American Foundation For The Blind, New York, New York
EDRS not available
Research Bulletin; N20 P1-149 Mar 1970

Descriptors: exceptional child research; deaf blind; visually handicapped; blind; teaching methods; special schools; itinerant teachers; resource centers; resource teachers; elementary grades; regular class placement; sociometric techniques; interpersonal relationship; social relations; social integration; socialization; reading; bibliographies; reading speed; media research; equipment; Sweden

Three research reports contained in this issue are: A Descriptive Study of Blind Children Educated in the Itinerant Teacher, Resource Room, and Special School Settings by the Very Rev. Richard M. McGuiness, the Sociometric Status of Visually Handicapped Students in Public School Classes by Stephen J. Havill, and Results of Effect of Window Size on Visual Reading Speed by Benjamin W. White. Also included are an article on Socialization and Segregated Education by Irving F. Lukoff and Martin Whiteman and the references and bibliography from The Influence of Vision Training Upon the Subsequent Reading Achievement of Fourth Grade Children by Charles B. Huelsman, Jr. Additional items included are information on activities for the deaf-blind in 1968 in Sweden; description of a Swedish research project on the learning situation of the blind; equipment for the blind; and publications of note. (MS)

ABSTRACT 22834

EC 02 2834 ED N.A.
Publ. Date (57) 16p.
Cicenia, Erbert F. And Others
The Challenge of Educating the Blind Child in the Regular Classroom.
New York State University
EDRS not available
Bureau For Handicapped Children, State Department Of Education, Albany, New York 12224.

Descriptors: exceptional child education; visually handicapped; regular class placement; visually handicapped mobility; kindergarten; teacher role; peer acceptance; social integration; elementary school students; parent school relationship; special services

This pictorial story of blind children attending school with sighted children describes the cooperative effort required of school and home to effectively orient a blind child into the regular school program. Suggestions are made for both kindergarten and grade school programs with photographs illustrating many of the suggested activities. (RD)

ABSTRACT 22844

EC 02 2844 ED N.A.
Publ. Date 62 15p.
Moor, Pauline M.
A Blind Child, Too, Can Go To Nursery School.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($0.25).

Descriptors: exceptional child education; visually handicapped; preschool children; educational methods; program planning; nursery schools; adjustment (to environment); instructional materials; readiness (mental); regular class placement; individual programs

The report discusses preschool blind children who have attended nursery schools with sighted children. Benefits were that the blind children gained independence, school learning carried over to the home, attitudes about self

were generally good, and there were no detrimental effects on the other children who gained a sense of responsibility and desire to be helpful. Topics of concern are admission, questions of the nursery teacher, interpretation of the child's needs, introducing the blind child to school, participation in activities, performance, preparing the other children for a blind child, techniques used by teachers, standards of readiness, and an evaluation. (LE)

ABSTRACT 22850

EC 02 2850 ED N.A.
Publ. Date 66 254p.
Goldberg, Miriam L. And Others
The Effects of Ability Grouping.
EDRS not available
Teachers College Press, Teachers College, Columbia University, New York, New York 10027.

Descriptors: ability grouping; student grouping; homogeneous grouping; academic achievement; self concept; teacher rating; student evaluation; grouping (instructional purposes); regular class placement; student placement; educational research

To examine the positive and/or negative effects of ability grouping, 2219 children from 45 elementary schools in the greater New York area were arranged in 15 various grouping patterns and studied from the beginning of the fifth grade to the end of the sixth grade. Data relating to academic achievement, self attitudes, school interest and attitude to school, peer ratings, and teacher ratings were compiled and analyzed. Results showed that ability grouping per se has neither positive nor negative effects on a child's overall development. Although it was found that ability grouping is not inherently good or bad, it was stressed that the manner and focus of various groupings can be designed to produce both effects. A selected bibliography is included, and extensive appendixes provide the statistical data resulting from the study. (RD)

ABSTRACT 22939

EC 02 2939 ED N.A.
Publ. Date 70 6p.
Corman, Robert B.
Returning Special Education Students to Regular Classes.
EDRS not available
Personnel And Guidance Journal; V48 N8 P641-6 Apr 1970

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; regular class placement; special classes; academic achievement; orientation

Fifteen educable mentally handicapped special class students were returned to regular classes strictly on the basis of IQ scores. Fifteen others were selected for regular placement from a group of 25 teacher recommended students who had participated in an orientation and screening program involving the special class teachers, a reading specialist, and a counselor. Followup indicated that the experimentals had higher grade point averages and lower failure and return rates. (JD)

ABSTRACT 23122

EC 02 3122 ED N.A.
Publ. Date 70 7p.
Grosenick, Judith K.
Assessing the Reintegration of Exceptional Children into Regular Classes.
EDRS not available
Teaching Exceptional Children; V2 N3 P113-9 Spr 1970

Descriptors: exceptional child research; emotionally disturbed; regular class placement; behavior patterns; behavioral objectives; student evaluation; evaluation techniques

In a study of the reintegration of exceptional children into regular classes, the stages involved were determining whether children were ready for reintegration, preparing them for the change, assessing the initial effect of the change, and doing followup observation. Measurement techniques involved using behavioral observation for diagnosis, recording daily progress, and creating cumulative records. A study was run of behaviors (handraising, leaving seats, talking out, and teacher response) before and after integration with the conclusion drawn that special students were successfully integrated, and their placement did not significantly affect the regular class students. Due to the brevity of the study, little significant information was gained from the sociometric measures of class play, incentive orientation, and locus of control. (JM)

ABSTRACT 23124

EC 02 3124 ED N.A.
Publ. Date 70 5p.
McGee, Donald I.
The Benefits of Educating Deaf Children with Hearing Children.
EDRS not available
Teaching Exceptional Children; V2 N3 P133-7 Spr 1970

Descriptors: exceptional child education; aurally handicapped; regular class placement; educational needs; educational methods

Information is presented to the teacher of a regular class who has an aurally handicapped student in the classroom. Discussed are the regular class as the only available placement, as exploratory placement, and as the best educational setting. Special problems of the deaf or hearing impaired are described, and suggestions are made for assisting the teacher in meeting the child's needs. (JM)

ABSTRACT 23161

EC 02 3161 ED 039 383
Publ. Date Apr 70 34p.
Special Class Placement--A Continuing Debate. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; mentally handicapped; placement; regular class placement; special classes; educable mentally handicapped; educational trends; educational needs; conference reports

The report of the proceedings of the 1970 convention of the Council for Exceptional Children includes papers on the arguments for and against special class placement. Discussions concern themselves with love of life, truth, and others by Matt Trippe, the efficacy of special placement for educable mentally handicapped children by John W. Kidd, and the destructiveness of special placement by Tony C. Milazzo. Additional speeches describe the efficacy of special placement for the educable mentally handicapped by Roger Reger and the prospects of the mentally handicapped for the future by Donald F. Sellin. (JM)

ABSTRACT 23205

EC 02 3205 ED N.A.
Publ. Date 57 99p.
Pelone, Anthony J.
Helping the Visually Handicapped Child in a Regular Class.
Columbia University, New York, Teachers College
EDRS not available
Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($1.75).

Descriptors: exceptional child education; visually handicapped; regular class placement; student adjustment; partially sighted; blind; curriculum; instructional materials; educational equipment; teaching methods

Practical information concerning regular class placement of partially sighted and blind children is presented. Eye conditions and resulting limitations are listed, and use of optical aids for residual vision are discussed. Separate sections on the partially sighted child and the blind child in regular classes treat the following aspects: understanding the child, roles of school personnel, the classroom setting, general provisions for the child, curriculum adaptations. Appendixes include a glossary of eye terms and equipment and materials for partially sighted and blind children in the regular class. (MS)

ABSTRACT 23358

EC 02 3358 ED N.A.
40p.
Adapting Materials for Educating Blind Children with Sighted Children.
University Of The State Of New York, Albany
EDRS not available
State University Of New York, State Education Department, Bureau For Handicapped Children, Washington Avenue, Albany, New York 12203.

Descriptors: exceptional child education; visually handicapped; instructional materials; regular class placement; tactile adaptation; braille; talking books; sensory aids; resource materials; readiness; books; manipulative materials; puzzles; group activities; games; academic performance; experience charts; autoinstructional aids; creative activities

Specific materials which can be adapted for use by blind children who are integrated with sighted children are illustrated by photographs and described in terms of use, necessary skills, and objectives. In the areas of readiness, academic skills, and small group activities for kindergarten and intermediate grades, such materials as the following are included: tactile books, puzzles, braille readiness materials, experience charts, workbooks, flashcards, self-teaching activities, word wheels, manipulative aids, and others. (RD)

ABSTRACT 23360

EC 02 3360 ED N.A.
Publ. Date 70 6p.
Hall, Em

Special Miseducation. The Politics of Special Education.
Harvard Center For Law And Education, Massachusetts
EDRS not available
Inequality In Education; Nos. 3 And 4, P17-22 1970

Descriptors: exceptional child education; educational needs; educational problems; educational equality; testing problems; lawyers; special classes; student placement; Boston

Problems and abuses in special education programs are discussed, including faulty placement, and educational and testing practices. Special education in Boston is described in a case study. Attempts of lawyers to remedy problems are cited. (MS)

ABSTRACT 23507

EC 02 3507 ED N.A.
Publ. Date Sep 70 7p.
Lilly, M. Stephen
Forum: Special Education: A Teapot in a Tempest.
EDRS not available
Exceptional Children; V37 N1 P43-9 Sep 1970

Descriptors: exceptional child education; educational policy; student placement; regular class placement; classification; educational diagnosis; special education; handicapped children; special classes; Council for Exceptional Children; Bureau of Education for the Handicapped

Examined are policies and practices in the field of special education, and the extent to which they are educationally based and relevant to school learning and behavior problems. The focus is on the mildly handicapped child (educable mentally handicapped, emotionally disturbed, behaviorally disordered, educationally handicapped, learning disabled, brain-injured). It is argued that traditional services as represented by self contained special classes should be discontinued immediately for all but the severely impaired. Professionals' statements of dissatisfaction with the status quo are presented. The structure and operation of the Council for Exceptional Children and the Bureau for Education of the Handicapped are reviewed in terms of sensitivity to the need for change. A new approach for defining exceptionality is given. (KW)

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